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ABSTRACT

A description is given of a collaborative effort between a state university and a middle school in California. The program is designed to attract, train, and retain future teachers. Among other factors, the program explores effective instruction, curriculum strategies, utilizing clinical supervision, and current teaching/learning techniques. An outline provides information on the responsibilities and incentives for the middle school staff, the responsibilities of the university school of education, the responsibilities of the school district, and the advantages for the middle school students. A history time frame of the program is presented as well as a 1987-88 timeline for program objectives and activities. (JD)

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SAN DIEGO STATE UNIVERSITY
LA MESA-SPRING VALLEY SCHOOL DISTRICT
PARTNERS IN EDUCATION

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"IMPROVING TEACHING: A PARTNERSHIP SUCCESS STORY"

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Clifford P. Bee Elaine M. Irish
Members of the Partners in Education Committee

Site: La Mesa Middle School
La Mesa, California

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OVERVIEW

Improving Teaching: A Partnership Success Story

In 1984 San Diego State University and the La Mesa-Spring Valley School District's La Mesa Middle School began a collaborative effort to improve the teaching effectiveness and the pedagogical skills of both pre-service teacher candidates and in-service teachers. A cognate goal that also received focus was the generation and enhancement of positive attitudes and perceptions of the participants toward the teaching profession. Thus, the global purpose of this united effort of university and school district was to attract, train, and retain the teachers needed for the future. The program's strengths have been many. They have included among others:

- The involvement of teacher candidates in actual school supervised residencies.
- The planning and implementation of both teacher education curriculum and instructional strategies by university faculty, district teachers, and administrators.
- The realistic and achievable objectives and purposes.
- The use of a clinical teaching-supervision model.
- The utilization of available research and professional experience in areas such as cooperative learning and peer coaching.
- The socialization of the pre-service candidate into the profession.
- The use of experienced teachers as mentors to provide support and assistance.
- The focus on teacher candidates, teachers, administrators, and university faculty working collaboratively on decision making related to teaching and learning.
- The achieved congruence between the expectations of those providing the resources and those of the recipients.

Although the program has not received any special funding or financial support through grants or other soft dollars, its development was encouraged by the recent surge of reform reports that have persuaded colleges and universities to join forces with school districts to improve teacher training. True, teacher education and various reform efforts have received attention since the early 1900's. Yet, the implementation of lessons past and current are not readily found. Reference is still made to such major reform attempts to improve teaching and teacher education as Ralph W. Tyler's work related to The Commonwealth Teacher Training Study of the 1920's. Others that followed and are frequently cited include the Eight Year Study, James B. Conant's The Education of American Teachers, David Ryan's The Teacher Characteristics Study, and B.O. Smith's Teachers for the Real World. Only a decade ago the work of Teacher Corps and the Beginning Teacher Evaluation Study provided continuing and influential direction for the preparation and training of both pre-service and in-service teachers. More recently still is the plethora of reforms reinforcing and recalling again these lessons from the past. A Nation at Risk, A Nation Prepared, A Place Called School, Horace's Compromise, and High School along with the Holmes Group and the Carnegie Forum are but some of the thirty or so major reform reports currently extolling dissatisfactions and recommendations for the education milieu.

The San Diego State University and La Mesa-Spring Valley School District's Model Teacher Education Program was designed to capitalize on these major attempts to improve teacher education and to implement suggested changes to do so. The many successes achieved have been due to the collaborative efforts of the participants. Site faculty, site staff, students, site administrators, district office personnel, credential candidates, university administrators, and university faculty have all assumed important roles in the innovative developmental process through to the resulting program outcomes. To date, the number of participants in the program have included:

219 credential candidates
49 middle school faculty
13 middle school staff
9 site and district administrators
5 university faculty

This partnership effort is timely as it deals with a critical education concern, the strengthening of both curriculum and instruction through the cooperative articulation of a school district and a university. The program fosters an ongoing, effective and systematic exchange of professional expertise, issues, and interests of the participants as equal partners in the development and implementation of a successful teacher training program. The model is exemplary in many facets and the belief is that it could serve as a catalyst for others devoted to the improvement of teacher education.

SAN DIEGO STATE UNIVERSITY/LA MESA-SPRING VALLEY SCHOOL DISTRICT

La Mesa Middle School Partners In Education Program

GOAL

The La Mesa Middle School Partners In Education Program is serving to model a cooperative venture between the La Mesa-Spring Valley School District and San Diego State University. Among other factors, the program explores effective instruction/curriculum strategies utilizing clinical supervision and current teaching/learning techniques.

RATIONALE

La Mesa Middle School is committed to inservicing teachers and SDSU students preparing for teaching careers. The staff offers presentations for implementing successful teaching/learning strategies. La Mesa Middle School also provides leadership in curriculum and staff development. SDSU student teachers participate in a full-time staff experience.

LA MESA MIDDLE SCHOOL

La Mesa Middle School was built in 1952 and is the oldest of the District's four middle schools. The building site includes a total area of 83,037 square feet and consists of several regular classroom wings and speciality rooms; i.e., computer lab, woodshop, physical education facilities, music classrooms and practice rooms, science, and art rooms. The school's maximum capacity is approximately 1,200 students and has a current enrollment of about 960.

For instructional purposes, students are grouped both homogeneously and heterogeneously, dependent on the nature of the program they choose. Students not meeting proficiency standards are scheduled into a proficiency lab and are programmed into basic classes designed to meet their needs. Gifted and talented students are able to pursue some independent study based on their stated interests and abilities. Students are also afforded many opportunities to explore various areas; i.e., performing arts, computer technology, yearbook, journalism, and a variety of extra-curricular activities.

Approved California state textbooks are utilized, along with supplementary resources and materials. Films and educational television are also available.

The library is staffed by a librarian and aide. It is equipped with study carrels, filmstrips, films, art and study prints, tapes, transparencies, computers, magazines, reference books, and general reading materials.

The Associated Student Body (ASB), School Improvement (SI), and Parent Teachers Association (PTA) work together to plan activities and further community involvement in worthwhile projects.

RESPONSIBILITIES FOR PARTNERS IN EDUCATION SCHOOL STAFF

1. Demonstrate curriculum expertise in one or more areas.
2. Work with peers and community.
3. Supervise student teachers.
4. Provide inservice.
5. Develop nontextbook activities in curriculum area.
6. Demonstrate skill in integrating curriculum subjects.
7. Work within a team-teaching organization/departmental situation.
8. Attend appropriate District and County inservice meetings for identified curriculum area and then disseminate information.

INCENTIVES FOR PARTNERS IN EDUCATION SCHOOL STAFF

1. Develop additional expertise in curriculum.
2. Influence SDSU teacher-education program.
3. Interact one-on-one with university professors.
4. Documentation of participation in program placed in personnel file by Director of Curriculum.
5. Release time to improve curriculum program/teaching skills in individual subject areas.
6. Opportunity to help train teachers entering profession.
7. Become involved with SDSU Master Teacher Opportunity Program.

RESPONSIBILITIES OF SDSU SCHOOL OF TEACHER EDUCATION

1. Place first-, second-, and/or third-stage student teachers in La Mesa Middle School.
2. Provide consultant services to the La Mesa-Spring Valley School District for development and evaluation of selected La Mesa Middle School and District programs.
3. Serve in advisory roles for La Mesa-Spring Valley District Curriculum Development.
4. Invite La Mesa Middle School staff to make presentations for SDSU teacher preparation classes.
5. Enhance public relations for the La Mesa-Spring Valley School District.
6. Work with La Mesa Middle School teachers in identified curriculum areas.
7. Keep staff advised of SDSU Master Teacher Opportunity Program.
8. SDSU staff member attends selected La Mesa Middle School staff meetings.

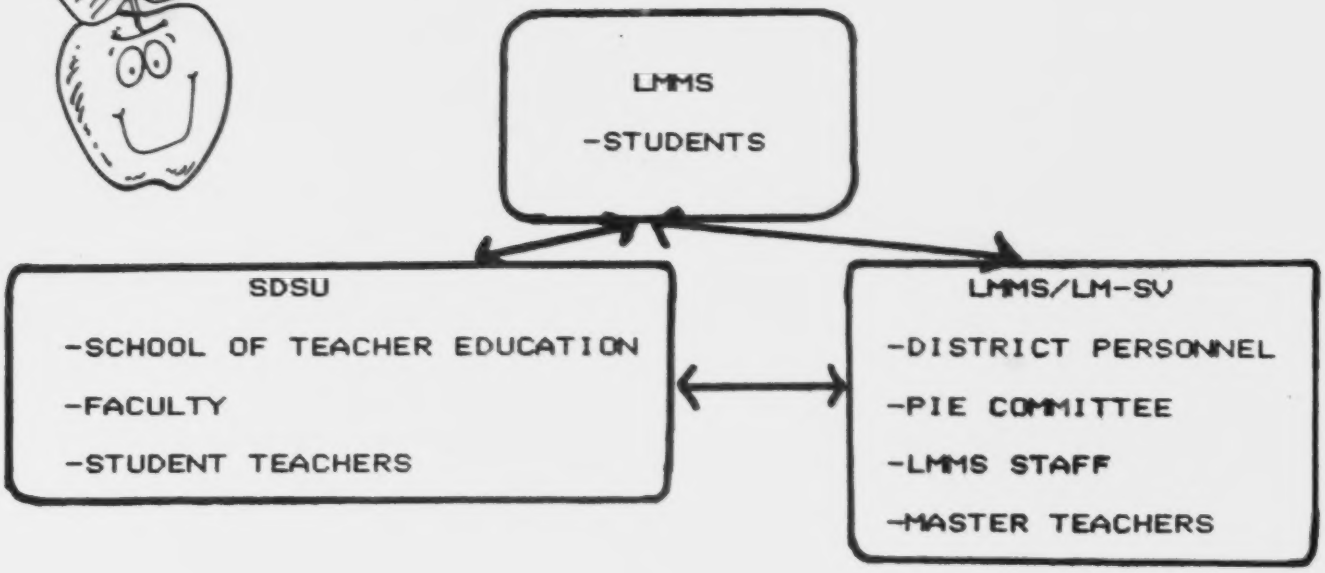
RESPONSIBILITIES FOR LA MESA-SPRING VALLEY SCHOOL DISTRICT

1. Provide San Diego State University teachers and staff with current curriculum guides and support materials.
2. Provide master teachers and seminar leaders for San Diego State University faculty and students.
3. Provide selected facilities for on-site programs based in the District.
4. Provide use of equipment and limited consummable materials.
5. Interview outstanding student teachers upon completion of the program for substitute or regular teaching positions.
6. Enhance public relations for SDSU through La Mesa-Spring Valley School District.
7. Coordinate program with School Improvement Program.

ADVANTAGES FOR LA MESA MIDDLE SCHOOL STUDENTS

1. Smaller staff/student ratio.
2. Enthusiasm brought to students from student teachers.
3. Cooperative teaching with both master and student teachers.
4. Master teachers receive additional training.
5. Wider variety of teaching strategies.
6. Role model effect of university offerings.

LMMS/SDSU PARTNERS IN EDUCATION
CONTRIBUTORS



LMMS/SDSU PARTNERS IN EDUCATION
NUMBER OF PARTICIPANTS

SPRING 1984 - FALL 1987

(8 SEMESTERS)

STUDENT TEACHERS/CREDENTIAL CANDIDATES	219
LMMS TEACHERS	49
LMMS STAFF	13
LMMS ADMINISTRATORS	3
LM-SV ADMINISTRATORS	4
LMMS COUNSELORS	2
SDSU FACULTY ADMINISTRATORS	5

LMMS/SDSU PARTNERS IN EDUCATION

HISTORY TIME-FRAME

SPRING 1984

INFORMATIONAL MEETING - MARYLAND AVENUE

FALL 1984

PARTNERS IN EDUCATION COMMITTEE MEETING
STEERING COMMITTEE MEETING
MASTER TEACHER MEETING
MASTER TEACHER-STUDENT TEACHER MEETING

SPRING 1985

MASTER TEACHER MEETING
STUDENT TEACHER WORKSHOP WITH LMMS STAFF
STUDENT TEACHER "E.T.C." WORKSHOP
STAFF INSERVICE (C. BEE-LMMS STAFF)
STAFF WORKSHOP (C. BEE-LMMS STAFF)

FALL 1985

STUDENT TEACHER "E.T.C." WORKSHOP
PARTNERS IN EDUCATION COMMITTEE MEETING
STUDENT TEACHER WORKSHOP WITH LMMS STAFF
$500,000 SDSU GRANT (CLINICAL SUPERVISION)
MASTER TEACHER-STUDENT TEACHER CONFERENCES RELEASE TIME
EVALUATION FORM FOR STUDENT TEACHERS

SPRING 1986

CLINICAL TEACHING/CLINICAL SUPERVISION
MINI-CURRICULUM LIBRARY
WRITING CURRICULUM
DEVELOPING INSTRUCTIONAL MATERIALS

FALL 1986

SUBSTITUTE TEACHING EXPERIENCE
HIGHER LEVEL THINKING SKILLS
VIDEOTAPING PRE, LESSON, POST
INSTRUCTIONAL MATERIALS OPEN HOUSE FOR STAFF
DISCIPLINE, STUDENT TEST SCORES, MOTIVATION SEMINAR PRESENTATIONS
DEMONSTRATION TEACHING

SPRING 1987

CUM FOLDER DATA SEMINAR PRESENTATION
MASTER TEACHER/CREDENTIAL BLOCK
MIDDLE SCHOOL INSERVICE PARTICIPATION
PIE ARTICULATION SESSIONS
TEACHER EVALUATION INSERVICE
ASSOCIATION OF TEACHER EDUCATORS PRESENTATION

SDSU/LMMS PARTNERS IN EDUCATION PROGRAM

1987-88 TIMELINE

Objective/Activity	Person Responsible	When
1. Clinical supervision (video tape all student teachers, combine with instructional planning)	C. Bee R. Trotter R. Appenzeller	each semester
2. Student teacher introduction/orientation to LMMS	C. Bee R. Trotter	beginning of each semester
3. LMMS-SDSU PIE Committee	E. Irish	as needed
4. Master teacher articulation meeting	C. Bee	beginning of each semester & as needed
5. Student teachers/LMMS articulation sessions (including: invite student teachers to staff meetings, workshops, social activities, extra-curricular functions	C. Bee R. Trotter LMMS Staff	beginning of each semester-ongoing
6. Student teacher workshop on classroom management/ discipline	C. Bee R. Trotter	each semester
7. "E.T.C." inservices for student teachers (clinical teaching, higher thinking skills)	C. Lehew	each semester
8. Encourage student teachers to observe six teachers in a variety of subjects, including one special ed class	C. Bee R. Trotter	each semester
9. Provide release time for master teacher/ student teaching conference	E. Irish C. Bee	end of each semester
10. Create a substitute teaching experience for each student teacher	C. Bee E. Irish	end of each semester

Objective/Activity	Person Responsible	When
11. Continue to develop mini-curriculum library (curriculum and instructional resources)	E. Irish C. Bee C. Devereaux	ongoing
12. Keep staff advised of SDSU Master Teacher Opportunity Program	C. Bee	ongoing
13. Offer free curriculum materials to LMMS staff as available	C. Bee	as available
14. Advise/consult School Improvement Committees in SI Plan/curriculum writing	C. Bee E. Irish	as needed
15. Opportunity for student teachers to work on SI Committees	C. Bee E. Irish	each semester
16. Present Partners In Education Program at State/National Conferences	C. Bee A. Dunne C. Lehew C. Devereaux	when possible (ATE, 2/88) (AACTE, 2/88)
17. Pursue publicity for program	C. Bee PIE Committee C. Lehew	ongoing
18. Finalize master teacher checklist	D. Whitworth E. Irish J. Nyenhuis	Fall, '87
19. Update PIE handouts	C. Bee E. Irish	Fall, '87
20. Student Teacher Evaluation Guide	C. Bee	Spring, '88
21. Develop Student Teacher Handbook	D. Whitworth E. Irish C. Casper	Fall, '87
22. Review Teacher Education Block Curriculum	C. Bee A. Dunne J. Nyenhuis	Fall/Spring, '87-'88